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The Effects of Soft Skills and Training Methodology on the Students' Learning Performance and Graduate Employability in Jordan

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Abstract

Graduates with "soft skills" like teamwork and the ability to motivate others to achieve a common goal are in high demand from employers. Quantitative studies have not been undertaken in several nations; Hashemite kingdom of Jordan included. Investing in soft skills training is essential for creating a high-performance work culture. One approach that helps businesses attain a high-quality work culture is training. To be successful in today's business world, you need a blend of hard and soft skills. The term "soft talents" is often used to refer to a wide range of qualities, such as self-awareness, the ability to take criticism without personal attack, and the capacity to get along well with others. The goals of this research are probed using quantitative methods. The research is cross-sectional in nature, with data obtained from 85 participants via the use of both descriptive and inferential statistical methods. Based on the results of the correlation and regression analysis, it was shown that the training technique has a 52% effect on graduates' employability, while soft skills have a 58% effect on graduates' employability on their own. The influence of soft skills on learning performance has been quantified at 64%, with the impact of training methods at 59%.

Keywords: soft skills, training methodology, students, learning performance, work performance, graduate employability, Jordan

1. Introduction

Employees need both hard talents and soft skills to succeed in today's competitive and ever-changing corporate environment. As a result, many successful organizations have high standards for their employees to display "soft" abilities such as cooperation and the ability to foster productive groups. Employers aren't simply looking for graduates with a certain set of talents, but graduates with a broad set of "soft skills" that they can put to use immediately. Soft skills, as defined by Trung and Swierczek (2009), are a "cluster of talents, habits, personality traits, attitudes, and social graces" that are essential for both personal and professional success. "A cluster of personal traits, habits, attitudes, and social awareness that constitute someone a competent employee and a congenial colleague," as described by Alexandre (2015), is another definition of "soft talents." According to Tang (2019), "soft" talents are identical with "hard," "personal," and "core" skills. Malaysia is only one of several Asian countries where empirical research has been conducted (Trung & Swierczek, 2009).

J. Tran (2012) research found that soft skills training at Malaysian universities was a top priority. Hard formal and specialized vocational skills were also determined to be of decreasing value in (J. Tran, 2012) research on improving individual employability. As far as a person's employability and overall performance are concerned, these hard abilities are often seen as less significant than various sorts of soft skills. This points to a correlation between workers' soft skills and their output. According to research on the value of soft abilities in the workplace, the high rate of graduate unemployment may be directly attributed to this deficit. The achievement of a task or employee performance relied heavily on the possessor's ability to demonstrate soft skills, which are essential to the growth and prosperity of any organization. Hence, knowledge holds the key to the performance

of ongoing innovation as the two (knowledge and innovation) are interconnected (Alzuod, 2020). Companies that want to foster a high-performance culture among their staff need to invest in training and development programs that teach workers to think and act in ways that contribute to the success of the business as a whole (Thi Tuyet Tran, 2013).

Training is crucial to developing a high-performance culture at work, as described by Abdullah *et al.* (2014). Knowing the type of training program that organizations must employ in order to transform the culture, that really is, the disposition and/or behavior of every employee working for the organization, is crucial given that learning is one solution that enables organizations to accomplish a high work quality culture. This way of thinking will reflect the employees' beliefs and behaviors and improve their output. Hard skills as well as soft skills are the two primary types of training that companies provide their workers with in the modern business environment. Hard skills, in this context, usually refer to technological or administrative processes relevant to an organization's operations. However, "soft skills" relate to those intangible traits, routines, attitudes, and social awareness that make an individual a valuable employee and pleasant colleague. One requires both hard and soft abilities to succeed in today's corporate environment. It is often claimed that one's hard talents will gain them a job, but their soft skills will keep them employed (Bilsland *et al.*, 2014).

Soft skills are defined as "essential abilities", "important competences," and "personal qualities" by Thi Tuyet Tran (2014). Hard abilities are more obvious and measurable. They are less difficult to teach, learn, and manage since the skillsets are not completely foreign to the student and there is no need for any unlearning or altered behavior. However, soft skills are notoriously hard to track down and analyze. Skills like talking to and listening to others, as well as dealing with and managing people, are crucial in social situations. Making friends quickly, for instance, is a talent highly sought after by employers in the sales industry. In reality, soft skills include a broad variety of abilities, such as knowing oneself, having a positive outlook on career management, being able to accept constructive criticism without taking it to heart, being willing to take chances, getting along with others, and so on. To be competitive in today's job market, candidates must exhibit not just hard talents but also "softer" ones, such as the ability to work well in a team and foster the growth of existing groups (Thang *et al.*, 2016).

2. Literature Review

2.1 Soft Skills

Soft skills, as defined by Osmani *et al.* (2015), are a "cluster of characteristics, habits, personality traits, attitudes, and social graces" that are essential in both personal and professional contexts. Soft talents, as defined by Matherly and Tillman (2015), are "those attributes that make someone else a good employment and a suitable coworker." Matherly and Tillman (2015) argue, however, that "soft skills" are identical with core skills, important competences, and personal talents. Consequently, soft skills are also the intrinsic, non-cognitive qualities required for successful interpersonal interactions in the job. It is difficult to monitor, quantify, and assess soft skills in most cases. Some people are always on time or have the ability to think clearly under duress. The capacity to communicate effectively with coworkers of different cultural backgrounds is also desirable. Soft skills, such as the ability to resolve conflicts and collaborate effectively, are highly valued by employers, say (L. H. N. Tran, 2017).

Workplace competences, according to Quynh *et al.* (2019), include problem-solving abilities, communication abilities, personal attributes, and work ethics. Job-specific competence, non-work-specific proficiency, core technical ability, general soldiering proficiency, initiative and leadership, personal discipline, physical fitness, and military bearing are the eight elements in (Abelha *et al.*, 2020) suggested job performance taxonomy. The process of categorizing key occurrences led (Tinh *et al.*, 2021) to establish agreed-upon management performance categories. Communication, issue solving, resolving conflict, goal setting and planning, and task coordination are the five pillars of (Tinh *et al.*, 2021) taxonomy of soft skills. The Carnegie Foundation for the Advancement of Teaching found, as well as the Carnegie University of Technology confirmed, that a person's "human engineering" skills their personality and their ability to lead people — are responsible for 85% of that person's financial success, while 15% is attributable to the knowledge that the person gained. It is critical for a company's success to invest in the growth of its employees' soft skills. The ability to lead, coordinate, and resolve conflicts are just a few of the skills essential for productive cooperation. That's why it's crucial for colleges and universities to focus on helping their students develop soft skills and equip them with the technologies they'll need for success in the workplace in the future (Bhatti *et al.*, 2022).

There have been several investigations into the ways in which a manager's unique set of abilities might improve or hinder a project's success. These reports let customers get insight about project managers, allowing them to make an informed decision about who to hire to lead their projects. For instance, Fryer from 1985 identified interpersonal competencies including problem solving, decision making, recognizing opportunities, and adapting to change as critical to project success. The supply of training, as well as the ability to acquire and use new skills, affects an industry in the economy that would be expected to expand rapidly. When it comes to a project's

crucial success, Pinto as well as L. T. Tran and Ngo (2022) identified ten elements. These include the project's goal, management's backing, timelines, consultation with clients, hiring of staff, technical chores, client approval, monitoring and feedback, keeping in touch with stakeholders, and solving any problems that arise. Executives who invest in developing their soft skills are more likely to come up with novel methods and solutions that may boost the organization's health (Khuong *et al.*, 2016).

Employees with strong soft skills are the ones that drive organizational transformation. According to Bilsland *et al.* (2014) research, an individual's employability is heavily impacted by their level of competence, interpersonal skills, and personal qualities. As stated by Yao and Collins (2019), training has been shown to boost workers' knowledge, but only if they have strong interpersonal skills. Soft skills (such as communication and leadership) courses may benefit from the organizing and awareness elements of room-based collaborative platforms, as noted by H. C. Nguyen *et al.* (2018). As a corollary, Tuyet (2016) note that formal education and professional development continue to place a premium on teaching and practicing narrowly defined skills and knowledge. According to Wongsurawat, abilities including communication, leadership, negotiation, and team management are crucial to the success of any group effort. As previously said, the primary incentive to improve skills and one of the primary causes legitimizing them is the evidence showing a correlation between performance and skills. Thus, it is evident from the aforementioned research that some categories of soft skills, such as communication, problem-solving, leadership, collaboration, and interpersonal skills, have been evaluated and demonstrated to increase employee performance overall project success (Wongsurawat).

2.2 Work Performance

Performance on the job has long been a major concern for every business. Due to the increasingly competitive nature of doing business in today's global economy, many companies have institutionalized training and development programs as standard operating procedure in order to ensure consistent high output from their employees. High work performance has always been seen as fundamental to an organization's success and productivity. In this way, the results and successes of organizations owe a great deal on the practice of evaluating and keeping track of employees' performance. That's why it's so important for a company to cultivate a high-performance culture that supports their mission everywhere and everywhere. According to Baek & Cho, (2018), factors outside of an individual's control may have a significant impact on how well they do their job. According to Tien *et al.* (2020), the situational viewpoint comprises methods that center on the workplace and its many aspects that may either help or hurt an employee's performance. Taking into account the situational viewpoint in models of work performance is important since there is a purported connection between knowledge, abilities, and effort and job success (T. L. H. J. T. Nghia & education, 2017).

The strength of these associations may be mitigated by environmental variables like the availability of soft skills training. On the other hand, relevant elements are used to conceptualize situational restrictions at the empirical level. Hang & Nguyen (2022) claims that more and more evidence is emerging to suggest that soft skills are an important factor in an organization's success. The recent increase in focus on "soft skills" seems to have a causal relationship with professional achievement. As a result, it's not surprising that businesses are putting more resources into training employees in soft skills in the hopes of boosting productivity in the workplace, particularly at the CEO level. Some academics, however, have cast doubt on the efficacy of performance enhancement programs like those focusing on soft skills competences. It was suggested that managers are now primarily concerned with informing and receiving feedback on company activity and consumer concerns. It is expected that this data will help with performance issues (Pham *et al.*, 2019).

Furthermore, T. L. H. Nghia, (2022) said that an organization's management is responsible for creating a system that may either positively or negatively impact employee performance on the job. This idea is supported by the research of T. L. H. Nghia, (2022), who agree that if a company really wants to see an increase in productivity, it should offer its workers a greater voice and more access to decision-making processes. Work effectiveness in an organization will still rely on an employee's ability to utilize the available knowledge to his advantage. Additionally, the training approach and style employed by the trainer can play a key part in ensuring that workers remember and apply the knowledge and abilities they gain throughout training to subsequently enhance their performance. A trainee's incapacity to apply what they've learned may not be due to flaws in the training itself but rather to the learner's preferred form of instruction (Wahab *et al.*, 2022).

2.3 Training Methodology

Before deciding on a technique of training, there are a few steps that need to be completed first. To begin, a requirements analysis should be carried out in order to precisely identify the issue that the training is intended to address. Training is a tool that may be used to overcome gaps in information, skills, or attitudes. During the course of the workplace training, participants will participate in a variety of educational activities. Individuals get a training experience that is both very relevant and valid when they participate in off-the-job training. However, a study of the literature on training approaches including such adult learning revealed that adults, in

their capacity as learners, possess certain features that distinguish them from children in this regard. These qualities differ from source to source; nonetheless, it seems that there is an agreement in the research on several common traits that have an influence on learning efficacy as well as the overall educational experiences. These characteristics include: The following is a summary of the numerous qualities, as provided by Bodewig *et al.* (2014):

- Adults take part in the educational process with well-defined purposes and objectives in mind;
- Adults have established worldviews based on prior knowledge and experience;
- Grown-ups already have their own preferred methods of education;
- For the rest of their life, people must rely on their own initiative; and
- When it comes to education, individuals have unique challenges.

There is a new way to educate adults, and it involves space travel. The "spacing effect," which was initially observed more than a century ago, defines the phenomenon by which people and animals alike retain information better when it is spaced out over time but instead of all at once. Learning spaces, as defined by Schulz, (2018), include both traditional educational institutions and more informal settings such as online forums and social media. Therefore, one may define "time-spaced learning" as providing participants with enough time and space to apply, practice, and internalize what they learn in the classroom in their actual work settings. Nonetheless, at the present time, no one description adequately conveys the complexities of educational environments affected by technological advancements. Although the underlying brain mechanism behind this effect has long been a mystery, it is thought to be intimately linked to memory consolidation, the process by which short-term memories are stabilized into long-term ones (Wats & Wats, 2019).

Trainees' ability to apply what they learn on the job is largely dependent on whether or not they are given the time and tools to practice and internalize the material. "The degree to which a student is given with or actively gets work experiences related to the duties for which they were taught," defines these chances to put training into practice. Hard and soft skills may be transmitted differently depending on the training approach used. According to Duong *et al.*'s (2020) argument, the space training approach facilitates the transfer of training quality. Education and architectural manifestations of educational ideas, however, form the basis of the modern literature on learning environments. Training methods will be examined, with "time-spaced learning" being the primary focus. Despite space learning has existed for some time, it hasn't been used nearly as often as other forms of training in the business world. Furthermore, the research has not critically defined the "spatial impact" of this method on the transmission of the abilities learned during training. Space learning may be conceptualized in light of (Hayden & Education, 2017) comprehensive synthesis of studies on the role of the surroundings on learning. Spacing out learning has been shown to be helpful in a wide range of contexts, from sales and marketing to language acquisition to medical education, and a number of studies have confirmed these findings (Fikri *et al.*, 2020).

In reality, this implies that trainees will be taught a concept or set of learning goals and given time (days, weeks, or months) to put those learnings into practice as part of an education or training program designed with "spaced learning" in mind. The students or trainees then return to the trainer to further cement the prior learning and maybe discuss any great experiences they've had. The trainer then urges the trainee to maintain the newfound application while moving on to the next set of training learning goals. Depending on the length and complexity of the information, this may need many or perhaps many iterations. Students are more likely to adopt new, desirable routines if they are actively involved in the learning process and given the chance to put what they have learned into practice. Providing trainees with a "time space break" to apply what they've learned, as opposed to the massed learning (continuous days of instruction) model, will have a positive effect on their abilities and, in turn, their productivity on the job. Kolb's concept of experiential learning, which he describes as "a process wherein knowledge is formed via the transformation of experience," lends credence to this assertion (H. T. T. Nguyen *et al.*, 2020).

According to Kolb, students gain knowledge via "active exploration" (Low *et al.*, 2019), which argue that "spaced learning" is preferable than "massed learning," also provide support to this method of study. The space effect is well recognized as a powerful tool for education and behavioral modification. Unfortunately, it's one of the least-utilized approaches of education in the business world. Spreading out study sessions over a longer period of time has been found to have positive effects on retention via many mechanisms, including practice and recall. Because of the extensive body of literature advocating for its use, spaced having to learn repetition effects are deserving of study. An instructor delivering a one-day workshop in a classroom, for instance, may spread out the material by reviewing it again before and after the event (Trinh & Conner, 2019).

This might be accomplished by requiring the learners to study the training modules as well as chapters before they come to the workshop, as well as after the workshop, so that they can put what they've learned into practice

in their actual workplace following the training. This will improve the effectiveness of several main teaching events and make it easier to retain information over the long term and transmit it. The "time space learning" training methodological approach, that hasn't been critically stated in earlier literatures, is the research gap that separates this current study from the works that came before it. As a result, the research will prioritize the "spaced learning" approach as the factor of interest for this investigation (Mgaiwa, 2021).

2.4 Conceptual Framework

There is a growing body of research that suggests that soft skills, such as literacy and numeracy, are just as important as hard skills when it comes to the employability of graduates. This means that effective training methods should focus not only on teaching hard skill branches, but also on developing soft skill capacities. Theory of Bloom's Taxonomy suggests that there are six essential soft skills: social intelligence, self-awareness, communication skills, problem solving abilities, collaborative skills and innovation. Our study employ Theory of Bloom's Taxonomy and uses following conceptual framework to identify study objectives.

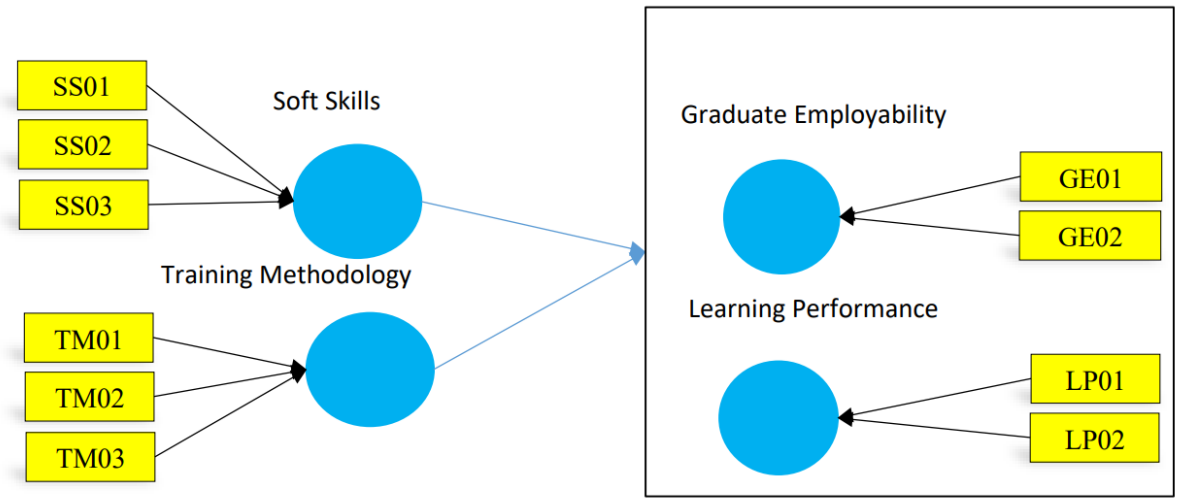

Figure 1.

3. Methodology

3.1 Design

After deciding on a topic for study, you must create a strategy for doing the research. The study's setup allowed for researchers to address issues like "what," "when," "where," "how," and "by what means." Exploratory and explanatory study strategies are the two most typical approaches to scientific inquiry. In this stage, as opposed to the qualitative inquiry that defines the experimental phase, a firm focus on quantitative finalization is placed on the work at hand. The two most prevalent types of definitive investigations are descriptive studies and studies that attempt to establish a causal relationship between two variables. In our investigation, we used a cross-sectional approach. A cross-sectional design and quantitative methods were used for this investigation. Numbers from the present research may be analyzed statistically (Amrutur *et al.*, 2017).

3.2 Deductive Approach

In the first step of deductive reasoning, you take a broad topical hypothesis and refine it into a smaller group of specific, testable hypotheses. It's possible that further filtering may be needed after data collection and analysis in order to correct theoretical misconceptions. The researcher may then use the data to verify the presumptions upon which the study is based, when and why the findings of an explanatory study may be utilized to build a new strategy via the use of deductive reasoning.

3.3 Participants

People working in Jordan's training departments were the only subjects of this study. All participants were made aware that their information would only be used for scientific investigation as part of the consent process. Researchers broadened their scope by contacting doctors and other influential medical professionals. The men and women who showed up were expected to span a broad age range.

3.4 Materials

In each of the three sections of the survey, respondents filled out a questionnaire using a 5-point Likert scale to provide their responses. Although age and socioeconomic status were taken into account in the introduction, the main body of the research focused on hostile insider threats and operating processes. Based on the students' answers to the 21 questions on that section of the exam, those variables were calculated.

3.5 Procedure

3.5.1 Analytical Procedures

Many different features of the smart bed experience were requested to be rated by participants on a Likert scale. When the survey was made public on Google Forms, participants were contacted through email and given unique links to the survey.

SPSS v26.0 for Windows was used for the statistical analysis in this research. For this purpose, we have used descriptive statistics. Both alpha values and factor analysis were used to assess the reliability of the scale data. Pearson correlations and multiple regressions were then used to analyze the influence of independent variables on dependent ones.

4. Results

The current section of the study discusses the outcomes from the statistical analysis, where the Table 1 represents the demographics of the study. The demographic frequency and percentages were calculated which shows that 45.9% (39) are the males in the current sample data, while 54.1% (46) are females. The education distribution of the of the population shows that 17.6% are graduated, 32.9% have Master's degree, 30.6% have PhD degree, and 18.8% have others kind of education.

Marital status distribution of the population shows that 64.7% respondents are single, while 35.3 are married, and experience distribution shows 29.4% respondents have less than 1 year of experience, while 45.9% have 1-5 years of experience, 18.8% have 6-10 years, and only 5.9% have above 10 years of experience.

Table 1. Demographics Information

		Count	**Table N %**
Gender	Male	39	45.9%
	Female	46	54.1%
Education	Graduation	15	17.6%
	Master	28	32.9%
	PhD	26	30.6%
	Other	16	18.8%
Marital Status	Single	55	64.7%
	Married	30	35.3%
Experience	Less than 1 Year	25	29.4%
	1-5 Years	39	45.9%
	6-10 Years	16	18.8%
	Above 10 Years	5	5.9%
Age	18-25	18	21.2%
	26-35	19	22.4%
	36-50	37	43.5%
	50+	11	12.9%

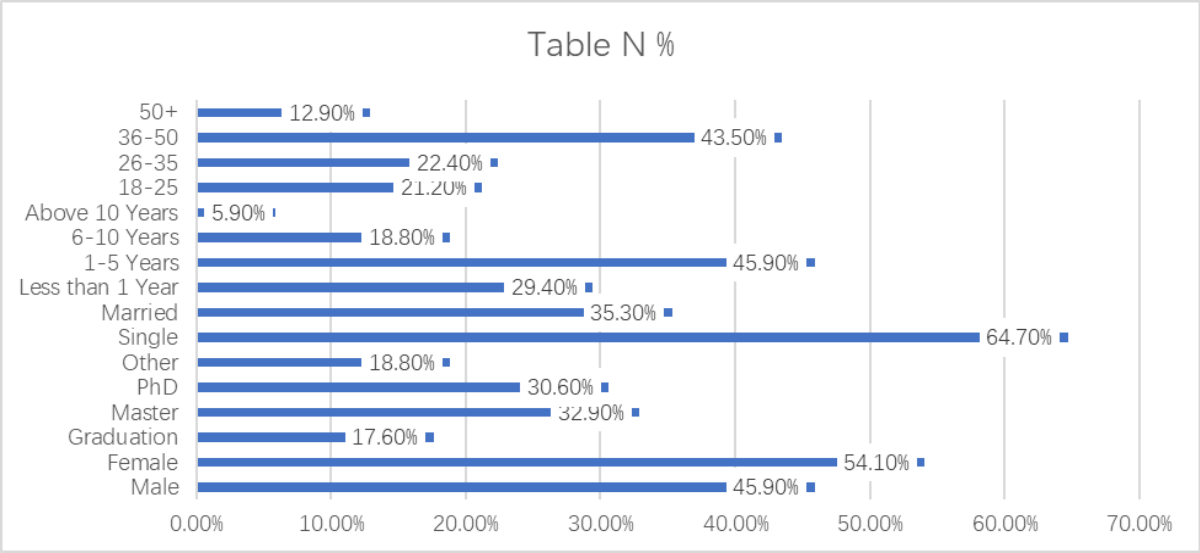

Figure 2. Demographic Information

The descriptive analysis of the independent variables are given below in the Table 2, which shows the number of samples, minimum, maximum, mean, and standard deviations, overall suggesting the summary of the variables.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Soft Skills 01	85	1.00	5.00	3.0471	1.16400
Soft Skills 02	85	1.00	5.00	3.5529	1.10740
Soft Skills 03	85	4.00	5.00	4.2235	.41908
Training Methodology 01	85	4.00	5.00	4.9765	.15248
Training Methodology 02	85	3.00	5.00	4.4588	.71636
Valid N (listwise)	85				

The descriptive analysis of the dependent variables of the study are given in the below Table 3, which shows that graduate employability 1, and 2 gives mean of 4.8 and 4.0 suggesting a strong agreed response with the soft skills and training methodology. Mean of learning performance is also in range of 3-4.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Graduate Employability 01	85	4.00	5.00	4.8706	.33765
Graduate Employability 02	85	2.00	5.00	4.0353	1.06287
Learning Performance 01	85	4.00	5.00	4.3765	.48738
Learning Performance 02	85	1.00	5.00	3.5176	1.16099
Valid N (listwise)	85				

Correlation analysis is used to investigate the relation between the different variables, in the current study we used correlation analysis to measure the extent of relationship between different variables. The results shows that soft skills are positively related with the learning performance, and graduate employability, where the extent of correlation is 37%, and 85% correspondingly at 5% significance level. Meanwhile the training methodology also positively relates with the learning performance (35%) and 76% with graduate employability.

Table 4. Correlations

		Soft Skills	Training Methodology	Learning Performance	Graduate Employability
Soft Skills	Pearson Correlation	1	.606**	.379**	.852**
	Sig. (2-tailed)		.000	.000	.000
	N	85	85	85	85
Training Methodology	Pearson Correlation	.606**	1	.352**	.767**
	Sig. (2-tailed)	.000		.001	.000
	N	85	85	85	85
Learning Performance	Pearson Correlation	.379**	.352**	1	.180
	Sig. (2-tailed)	.000	.001		.099
	N	85	85	85	85
Graduate Employability	Pearson Correlation	.852**	.767**	.180	1
	Sig. (2-tailed)	.000	.000	.099	
	N	85	85	85	85

****. Correlation is significant at the 0.01 level (2-tailed).**

Reliability of the data is calculated in order to know whether the collected survey data is realizable to make further analysis such as regression. In the current investigation the Cronbach's Alpha values are more than the standard values of 0.7 which means that the collected data is strongly reliable and can be used in the regression analysis.

Factor analysis is done to measure the factor loadings, where the component loadings for each variables are more than standard value of 0.7, which suggests that there is excellent coherence between the constructs and dimensions of the variables.

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.828	11

Table 6. Factor Analysis

Parameters	Component Loading
Soft Skills	0.784
Training Methodology	0.703
Learning Performance	0.842
Graduate Employability	0.821

Regression was then performed which resulted a significant positive impact of the Training Methodology, and Soft Skills on the learning performance and graduate employability. The model shows an impact of 68% of independent variables on the dependent ones.

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824a	.680	.672	.66493

a. Predictors: (Constant), Training Methodology, Soft Skills

The impact of soft skills on the graduate employability is 58% individually while training methodology imparts 52% impact on the graduate employability.

Table 8. Coefficients

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	4.573	.494		9.251	.000
	Soft Skills	.589	.056	-.612	-10.523	.000
	Training Methodology	.522	.077	.396	6.801	.000

a. Dependent Variable: Graduate Employability

Investigations have made it clear that soft skills have 64% impact on the learning performance, furthermore the training methodology have 59% impact on the learning performance.

Table 9. Coefficients

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	17.337	1.591		-10.898	.000
	Soft Skills	.649	.180	.937	11.929	.000
	Training Methodology	.592	.247	.921	11.716	.000

a. Dependent Variable: Learning Performance

5. Discussions

The purpose of this research is to identify the effects of soft skills and training methodology on the students' learning performance and graduate employability in Jordan. A quantitative method approach was be used, which includes questionnaires. The results have clarified a significant positive relationship between the students' soft skills and their graduate employability. In addition, it has been found that the training with better methodological approaches can help improve the students' soft skills so as to increase their success in finding a good job after they graduate from university. Current results are in line with the findings of the literature such as Trung et. al., (2009), and therefore they can be used to improve graduate employability in Jordan. Also the current study match with the results of J. Tran (2012) who found that soft skills can increase the students' employability.

There are several implications of the results from this study. First, graduate training programs in Jordan need to do a better job of teaching soft skills if they want to help their students get jobs after they graduate. Second, further research is needed to explore whether different methodological approaches lead to more effective soft skills training for Jordanese students. Third, given the positive relationship between soft skills and graduate employability in this study, employers should consider assessing graduates' soft skills before making a hiring decision. In contrast to this study, a recent study in the United Kingdom found no correlation between soft skills and job placement (Bryant, 2014). This suggests that different methodological approaches may lead to different results for graduates in different countries. Finally, future research should explore how incorporating soft skills training into graduate programming can help improve employability outcomes for Jordanese students. The current study found a positive relationship between soft skills and graduate employability in Jordan. Jordan's graduate programs need to do a better job of teaching soft skills if they want to help their students get jobs after they graduate.

The influence of soft skills on learning performance has been quantified at 64%, with the impact of training methods at 59%. The researchers found that the most positive impact of soft skills training on student learning

came from methods that emphasized interaction with others, such as group work and problem-solving exercises. Current results of the study will be used as a foundation for policy and practice development in both higher education and training institutions, to achieve better graduate employability outcomes.

6. Conclusions

The results of this study suggest that soft skills training can have a positive impact on graduate employability in Jordan. The most important aspect of effective soft skills training is emphasizing the importance of interpersonal communication and problem-solving skills. Employers should consider assessing graduates' soft skills before making a hiring decision. In addition, future research should explore how incorporating soft skill training into graduate programming can help improve employability outcomes for Hashemite kingdom of Jordanies students.

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